THE

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MAINTAINING A CODE OF ETHICS BY TEACHERS

R. N. SAFAYA,
Govt. Basic Training College,
Chandigarh.

In the present article I wish to make a plea for maintaining a code of ethics by teachers. A teacher is no less a responsible person than a doctor, a lawyer, a member of the legislature, a judge, a member of the parliament, or a minister. The future of our country is in the hands of the teachers who have the prerogative of moulding the character of the young pupils who are going to shape the destiny of the country. Unless the teachers discharge their duties sincerely and honestly, education cannot progress. A code of ethics is therefore as necessary for a teacher as for a doctor or a lawyer. In the medical profession many acts are governed by the code of ethics but not by law. A doctor dedicates his life to certain ideals of service and so must a teacher. When a doctor enters the medical profession, he takes an oath and promises to follow a particular code of ethics. But unfortunately there is no such oath-taking and no code of ethics prescribed for the teacher. In some States, however, teachers are asked to sign a bond, but the clauses of the bond are no better than the clauses of a business agreement. There was a code of ethics for ancient Acharyas or Gurus. They commanded the highest reverence because they followed ethical ideals most strictly. Today the general ethical level of the teachers has fallen extremely low. There are cases of teachers going on strike, accepting bribe, attending brothels, travelling ticketless and committing such ignoble deeds. Such cases are fast multiplying, with the result that the teachers are losing the general esteem of the public. They receive training in teaching profession but are not trained for ethical ideals. There must be some basic ethical code that they must follow. They must take an oath, as doctors or ministers, or lawyers do. The form of the oath may be something like the following :

FORM OF OATH

I, A.B.C. swear in the name of God that I will bear true faith and allegiance to my profession and sincerely discharge my duties to the best of my ability. I shall also follow the following code of ethics :—

A. General Conduct :

I shall follow the cardinal ethical life principles of love, truth and ahimsa. I shall work most sincerely, honestly and faithfully. I shall be devoted to my profession, pupils and my motherland.

B. Relations with the pupils :

I shall be a worthy example for my pupils. I shall respect the individuality of each pupil. I shall always keep in mind that welfare of

my pupils is my principal obligation. I shall be sympathetic towards them. I shall refrain from imposing any religious or political convictions upon them. In all my dealings with the children I shall be just and impartial.

C. Relations with the parents :

I shall always seek the co-operation of the parents in all the matters concerning the welfare of the pupils. I shall not accept any bribe from them. Nor shall I give them any unnecessary trouble.

D. Relations with the associates :

I shall always co-operate with my associates. I shall refrain from interfering with their affairs. I shall avoid gossip and criticism. I shall help them in conversation with others. I shall help them with constructive advice. I shall not backbite against them.

E. Relations with the boss :

I shall always carry out the orders of my boss sincerely. I shall transact all business through proper channel. I shall not make any special request for my personal selfish ends.

F. Relation to the profession :

I shall be devoted to my profession, and shall not leave the profession in any case. I shall take personal pride in this profession.

G. Relation with the higher authorities :

I shall apply for a higher job only through the employer. I shall seek promotion only on the basis of merit. I shall not use recommendations and back-door methods. I shall execute fully the agreement entered upon by me. I shall give due notice regarding termination of my employment. I shall not use the present service as a stepping stone for another. I shall report all the matters detrimental to the welfare of the institution to the higher authorities.

The clauses of the code can be altered, lengthened or modified according to the needs. But the point is that the oath once taken will necessarily prick the conscience of the teachers when he is tempted to follow the wrong path. True, some teachers may still disregard the oath taken, but it is better to have some code rather than to have none. As soon as a teacher enters a training college (which is also a proof of his entering teaching profession) or any educational institution, he should be asked to take the oath in a formal ceremony, just as M.P.'s, Judges and Ministers do.

APPEAL TO OUR SUBSCRIBERS

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In spite of heavy cost of printing and paper, we wish to run this professional journal in the interest of our members. We therefore appeal to each one of our subscribers to send a prompt reply to our reminder cards, to send the subscriptions regularly and to co-operate with the Union in conducting the *South Indian Teacher* and the *Balar Kalvi*, the official journals of the S.I.T.U.

C. RANGANATHA IYENGAR,
25th July, 1959. Journal Secretary.

OXFORD CONFERENCE ON COMMONWEALTH EDUCATION

LORD HALIFAX'S SPEECH

"In these stirring days education is not merely exciting. It is one of the great challenges of our age", declared the Earl of Halifax in his presidential address at the opening session of the Commonwealth Education Conference at Oxford on July 15. The conference, which will last till July 29, is being attended by over 100 delegates from all parts of the Commonwealth.

Lord Halifax, who is Chancellor of Oxford University, said:

"The honour falls to me, as your president, of declaring open this first session of the Commonwealth Education Conference. At the same time, as Chancellor of Oxford University I have the pleasure of welcoming you, our friends from all over the Commonwealth, to this ancient city and university.

"This is the first time for many years that representatives of educational thought and development from every part of the Commonwealth have assembled on so wide a scale to discuss their common problems. And we here at Oxford, the oldest of all Commonwealth universities, are delighted that it should be our privilege to provide the facilities for so significant an occasion.

"The idea of holding this conference and the themes to which it should devote itself flow from the decisions taken at Montreal last year, when Ministers from all over the Commonwealth met to discuss their common economic problems. They decided to lay particular stress, among their conclusions, on their belief in the fundamental importance of education as an indispensable condition of development.

"In furtherance of that belief, they recorded it as their objective that the people of the Commonwealth should be able to share as widely as possible in the advantages of education of all kinds and at all levels. And to that end they resolved—and I quote the report —'to help one another as much as lies within their power'. It is for the purpose of giving practical effect to that declaration of intention that we are now meeting here.

PRACTICAL OBJECTS

"Our objects are, therefore, essentially practical. We are here not to propound principles (and in that we seem to differ from the majority of conferences that meet these days) but to work out practical arrangements.

"This may sound at first a little unexciting. But it is not so—for two reasons. In these stirring days education is not merely exciting. It is one of the great challenges of our age. It was H. G. Wells who said: 'Human history becomes more and more a race between education and catastrophe'. We are moving now, I fear, into the last laps of this momentous contest. The challenge is one of immense difficulty and complexity. It is a question not only of more and more education for more and more people. It is a question of the right sort of education at the right time.

"Lord Curzon, when asked his opinion of the English Education Act of 1888, is reputed to have replied that its main effect was that the rude words small boys wrote on his front door now appeared a few inches lower down. But in a world of atomic power and Communist exploitation there is more than

that at stake. Freedom itself will depend upon the education we are providing for our young people : not only because of the technical skills which that education can give them, but also because of the qualities of character and mind that go with it.

CO-OPERATIVE SPIRIT

"Secondly, I have to admit that even after a lifetime spent in touch with the affairs and people of the Commonwealth, it is still with a sense of wonder—wonder illuminated by hope—that I come to Commonwealth occasions such as this. For, the pattern of association and the pattern of co-operation which they reveal are, indeed, remarkable—the kind of international relationship to which all men must aspire : no empty co-existence, but a positive effort, embracing 650 million of the world's peoples from many races and every continent to understand each other, talk frankly to each other, and work together to their mutual benefit.

"It is the co-operative spirit of this association, forged in the search for freedom and burnished in its defence, that gives a special sense of dedication and inspiration to Commonwealth conferences such as this.

"And in this particular field we do start with a unique advantage. We have behind us—quite apart from anything that governments may have done —a long experience of co-operation in educational thought and practice : a co-operation strengthened by the very close and friendly relationship between the leading educationalists and academic figures in our various countries as well as by the vast exchange that takes place every year within the Commonwealth of books, ideas and people.

"Against this background, we can, I am sure, set ourselves to our task, not only conscious of the importance of the issues at stake, but also determined and confident that we shall, through our efforts, give new opportunities and new hope to the young people of the Commonwealth and expand, at the same time, the security and prosperity of all our countries."

RECOMMENDATIONS

The recommendations and conclusions reached by the Conference on Commonwealth Education ending July 29, 1959, can be summarized under four headings.

SCHOLARSHIPS AND FELLOWSHIPS

The target of 1,000 scholarships and fellowships may well be exceeded. Awards should be designed to recognize and promote the highest standards of intellectual achievement. In the main, they should be made for post-graduate study or research ; these should be called Commonwealth Scholarships. A limited number of awards should be made to senior scholars of established reputation and achievement, and called Commonwealth Visiting Fellowships.

The attention of governments is being drawn to the need for satisfactory arrangements for the reception and welfare of scholars on which much of the success of the plan will depend.

TRAINING OF TEACHERS

The conference has shown that new teachers are wanted on an unprecedented scale and that the shortage of highly qualified teachers is particularly acute. They believe that the long-term problem of teacher training needs must be solved by the respective countries themselves, and that in the meantime the majority of additional places in teacher-training institutions which are offered to Commonwealth students should be for advanced or supplementary courses. A proportion of any funds allocated for teacher-training assistance should be used to enable teacher-training staff to help develop facilities overseas.

Teacher-training staff from countries with less well-established educational systems should be enabled to gain ex-

perience in training institutions in the more advanced Commonwealth countries. Funds should be provided for the staff of teacher-training institutions which receive overseas students to visit the countries concerned.

SUPPLY OF TEACHERS

Five hundred teachers are wanted immediately for training institutions, well over 1,000 a year for secondary schools, and 200 a year for technical schools. Universities also need staff, often in highly specialist subjects. The most critical needs are found in Africa.

Difficulties and hindrances to recruitment must be removed. Funds should be provided to remove the wide disparities which exist in the remuneration of teachers in different parts of the Commonwealth in order that certain key posts can be filled.

Recruitment of teachers for service in other Commonwealth countries should be encouraged by safeguarding their career and prospects, and by any other measures which will give security on return to the home country. Steps should be taken to promote a climate of opinion in teaching circles in which periods of service in other Commonwealth countries are recognized as an asset in subsequent employment.

TECHNICAL TRAINING

The conference was also of opinion that all countries of the Commonwealth need more scientists, engineers, and technically qualified people, and that facilities for technical education must be increased. Improved collaboration between countries will result in the potentialities for technical education and development being realized more fully.—(From British Information Services.)

NEHRU

MICHAEL BRECHER

Dr Brecher has spent a great deal of time in India over the last few years, collecting material for this study. Much of his material is new, including a great many unpublished letters and confidential Government reports during the period 1919 to 1943. The book is in effect a political history of India over the last forty years.

The Illustrated Weekly of India said: 'In many ways this is an outstanding work...Those who want to understand Nehru must read this book; it is as important a work as his autobiography itself.'

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EXTRACTS FROM A PICTORIAL REPORT OF WCOTP IN ROME, 1958

. . . FROM ALL PARTS OF THE EARTH

Education is everybody's business . . . but not everybody knows it. To help remedy this situation, 300 persons whose business is education came to Rome from all parts of the earth to attend the Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession. Sessions were held from July 31 to August 7, 1958, in the Plenary Hall of the U.N. Food and Agriculture Organization. This is a brief pictorial summary of their deliberations.

EQUAL OPPORTUNITY

" There is an idea whose time, if not already come, is rapidly coming. It has caught the imaginations of people in different countries at different times, but it is now encircling the globe. . . . And what is this idea ? It is that sex, color, wealth, social position, and place of birth are all vulgar irrelevances in the realm of education. . . . Though it may be difficult to realize equal opportunities in practice, the idea itself is one of our most potent allies. Thus we can count on the support of . . . all those who in increasing number believe that education adapted to aptitude and ability is the right of every child. . . . Advances are only attained by and with the consent and support of the public."—Sir Ronald Gould.

PUBLIC SUPPORT FOR EDUCATION

Healthy development of the human being begins early. It is of the greatest importance that the child develop in an atmosphere which is mentally and spiritually healthy and economically secure even before he enters school.

To meet his educational needs parents should urge authorities in their respective countries :

- to provide more classrooms
- to lift existing restrictions on school construction
- to reduce the size of classes
- to improve teachers' salaries
- to provide more funds for scholarships
- to provide more opportunities for adult education.

WORLD SHORTAGE OF TEACHERS

From our completed study of the shortage of teachers throughout the world, we have reached certain pertinent conclusions :

1. There is a world-wide scarcity of teachers. It exists most alarmingly in the fields of science and mathematics.

2. The main causes of the teacher shortage are the rapid increase in school population and the relatively low salaries. The matter of pensions and " tedium " are relatively unimportant.

3. Classes for younger children are considerably larger than they should be. If they were brought to optimum size, fifty percent more teachers would be needed.

4. In many areas the public cannot expect excellent work from its schools for some time to come unless drastic measures are taken.

THE FACE OF EDUCATION AROUND THE WORLD

These are some of the teachers who attended the Rome meeting of the World Confederation of Organizations of the Teaching Profession. They had many points of dissimilarity. They spoke different tongues, represented

different cultures, had different concepts of the nature of man and the universe, and came from 60 different countries . . . from Australia and Austria, from China and Cuba, from France and Finland, from Scotland and Singapore, from Turkey and Tanganyika. But they had in common certain basic problems and beliefs. One of these problems they discussed at length: nowhere they felt, was the general public sufficiently aware of the educational needs of children.

They were one also in their desire to foster a conception of education directed toward the promotion of international understanding and good will. They all desired to raise the social and material interests of the teaching profession. They felt the need for promoting closer relations between teachers of different countries. They wanted to improve teaching methods, educational organizations, and the preparation of teachers in order that they could serve better the interest of youth. In short, they all believed in the dignity and value of their profession. For this reason they created the World Confederation of Organizations of the Teaching Profession, which met in Rome in August 1958.

DISCUSSION GROUPS AT WORK

In order to make a comprehensive survey of the conference theme, "Public Support of Education", the Assembly divided into four discussion groups. The aspects they studied, and the names of their leaders, are given below. Participants in each group represented on the average, some 20 or 25 countries. Some of their conclusions follow :

Public education should be financed by public means. Every child must have a chance to receive an education in accordance with his aptitude.

Qualified people from the more highly developed countries should help in the extension of education in the less developed countries.

Public spending for education is the best and safest investment for the future. Such expenditures should be independent of economic depression or fluctuation.

Good work in the schools is the best stimulant of public support. If children speak of their schools and teachers with enthusiasm, public opinion will be influenced by the greatest of all forces —good will.

Teachers' salaries should be commensurate with the importance of their functions.

The desire in most countries to support education is growing.

LEADERSHIP OF GROUPS

Economic Aspects of Public Support :
Chairman, George Roberts, Canada.
Rapporteur, Mme. Ann Mosolf, Germany.

Promotion of Public Support :
Chairman, Ricardo Castro, Philippines.
Rapporteur, Jean Mounolou, France.

Government Support :
Chairman, E. E. Esua, Nigeria.
Rapporteur, G. A. Williams, England.

Advances in Recent Years :
Chairman, Lyman Ginger, U.S.A.
Rapporteur, Kristin Armannsson, Iceland.

WORLD ACTIVITIES

A WCOTP Consultative Committee on Education in Asia was also established as a result of the Ceylon Conference. Members are S. Natarajan, India, chairman ; Ricardo Castro, Philippines ; T. Kobayashi, Japan ; J. O. Mendis, Ceylon ; and P. S. Welty, WCOTP Secretariat. A representative from Korea will be added.

In areas where teachers have little or no organized strength, the World Confederation stimulates the formation of new professional associations and strengthens those in existence with advice, counsel, and exchange of information.

SPECIALIZED FIELDS

In previous years WCOTP established four standing committees to meet

urgent needs in specialized fields of education. At Rome a new committee was formed to encourage developments in the field of health, physical education and recreation. It also aims to improve the preparation of teachers in these subjects, encourage the exchange of information and research, and foster professional fellowship.

WCOTP AND THE UN

WCOTP's position with the United Nations represents another facet of its far-flung interests. WCOTP enjoys consultative status with the United Nations Economic and Social Council. It has similar status with UNESCO and UNICEF.

WCOTP's co-operation with UNESCO is especially noteworthy. Major progress has been made in the preparation of practical materials for teaching, at the primary and secondary school levels, about the non-political activities of the United Nations and its specialized agencies. National Commissions for UNESCO, UN Information Centres, and UN Associations in ten countries are involved in this task.

In connection with UNESCO's major project on "Mutual Appreciation of Eastern and Western Cultural Values," WCOTP has prepared an annotated bibliography of audio-visual materials, designed to increase international understanding. Delegates will study this theme at the 1959 Assembly to be held in Washington, D.C.

WCOTP is also taking steps to aid UNESCO in carrying out another of its major projects, the extension of primary education in Latin America. In 1958 a WCOTP office in Paris was established to provide even closer relationships with UNESCO.

The WCOTP-UNESCO Relations Committee consists of Sir Ronald Gould of England, chairman; Denis Forestier, France; S. Natarajan, India; T. Richner, Switzerland; and William G. Carr, Secretariat.

The important WCOTP Liaison Committee, which discusses matters of common interest with other international organizations of the teaching profession, is also headed by Sir Ronald Gould. Other members are A. W. S. Hutchings, England; J. O. Mendis, Ceylon; R. Michel, Switzerland; and Mrs. Sarah C. Caldwell, U.S.A.

The World Confederation of Organizations of the Teaching Profession is composed of 97 national and 55 associate members representing over 3,500,000 individual teachers. These teachers are located in 51 countries and territories of widely different political, economic, and geographic structure. They speak many different languages, have different customs and beliefs. However, they all strive to equip their students for happy and useful lives. Their national associations, sharing information and experience in the World Confederation, are dedicated to helping these teachers improve the effectiveness of their work for the millions of students in their class-rooms each day and for the well-being of the world of the future.

RESOLUTIONS OF ROME ASSEMBLY IN BRIEF

1. Education is the fundamental right of every child. It is the responsibility of government to provide free for every child an adequate education suited to his need and ability.

2. Free access to all levels of education should be available to all persons without any discrimination and regardless of the economic status of the individual.

3. The teaching profession should have freedom in such matters as teaching methods, choice and use of textbooks, and should be increasingly responsible for developing curriculum and establishing standards in education.

4. Effective use should be made of publicity to bring about a correct understanding of the vital role of education and for the realization that expenditures on education are a sound investment.

5. All governments should take steps to ensure that teachers shall receive a high standard of preparation for their work.

N.B. :—Pictures are not reproduced here.

S. I. T. U. COUNCIL OF EDUCATIONAL RESEARCH

PROCEEDINGS OF THE GENERAL BODY MEETING

The General Body meeting of the S.I.T.U. Council of Educational Research was held at 5 p.m. on Sunday the 28th June 1959 in the office of the South India Teachers' Union, Sri V. Natarajan, presiding.

Members present:

1. Sri V. Natarajan.
2. Sri S. Natarajan.
3. Dr. J. F. Forrester.
4. Sri A. T. Doraiswamy Iyengar.
5. Sri G. Srinivasachari.
6. Sri M. P. Rajagopal.
7. Sri V. Arunajatai.
8. Sri C. Ranganatha Aiyengar.
9. Smt. Saraswathi Srinivasan.
10. Sri V. B. Murthi.

1. The report of the last annual general body meeting was read and recorded.

2. Then the Secretary presented the annual report and the audited statement of accounts for the year 1958 as approved by the Executive Board.

The General Body considered and adopted the report and the statement of accounts.

3. Election of Executive Committee: The General Body then elected the members to the Executive Board:—

Donor Members:

1. Sri K. Neelakantan.
2. Sri S. Natarajan.
3. Janab M. N. Anwar.
4. The South India Teachers' Union (represented by its President).

Nominated Members:

5. Sri S. Subba Rao.
6. Janab C. M. Fazalur Rahman.
7. Sri A. S. B. Philip.

Elected Members:

8. Sri V. Natarajan.
9. Sri M. P. Rajagopal.
10. Sri V. Arunajatai.
11. Dr. J. F. Forrester.

4. It was resolved that the Members of the Executive Board meet on 8th July 1959 to elect office-bearers and plan the programme of work for the year.

With a vote of thanks the meeting terminated.

V. ARUNAJATAI,
Secretary-Treasurer.

9-7-1959

EXECUTIVE BOARD

A meeting of the Executive Board of the S.I.T.U. Council of Educational Research was held at 5-30 p.m. on Wednesday the 8th July 1959, in the office of the South India Teachers' Union, with Sri V. Natarajan, President, in the chair.

Members present:

1. Sri V. Natarajan.
2. Sri S. Natarajan.
3. Sri M. P. Rajagopal.
4. Sri T. P. Srinivasavaradan.
5. Dr. Miss J. F. Forrester.
6. Sri V. Arunajatai.

The following office-bearers were elected:

1. President:
   Sri V. Natarajan.
2. Vice-Presidents:
   i. Dr. J. F. Forrester.
   ii. Janab Md. M. N. Anwar.
3. Secretary-Treasurer:
   Sri V. Arunajatai.

The Executive Board resolved to ratify the expenditure incurred in connection with the one-day Seminar organised by the Council of Educational Research.

The Executive Board resolved to request the Madras University and the

Government of Madras to nominate a representative each to serve on the Executive of the Council of Educational Research.

The Executive Board resolved to authorise the Secretary-Treasurer to operate on the accounts.

The programme of work for the year was then discussed.

The following conclusions were arrived at:—

1. To start with, the new VIII standard syllabus in Social Studies, Mathematics and English should form the basis of the follow-up work and working groups for each of these should prepare pamphlets embodying detailed suggestions for practical activities (e.g., charts and aids, dramatization, etc.) and for teaching a few units of the syllabus.

2. Work in regard to diagnostic tests and investigation into Reading Abilities of Pupils should be continued.

For the purpose of follow-up work the following three sub-committees were formed:—

1. English: Dr. Miss J. F. Forrester; Miss C. Peyer; Sri S. Narasimhan (to be convener); and Sri A. E. Subramaniam.

2. Social Studies: Sri M. P. Rajagopal (to be convener); Miss Kamala John; Sri Devasahayam; and Sri V. N. Raghavachari.

3. Mathematics: Smt. Saraswathi Srinivasan (to be convener); Sri A. K. Sitaraman; Sri D. Ramanujam; and Sri V. S. Natesa Iyer.

The Secretary-Treasurer was authorised to take suitable steps for the fulfilment of the above objectives.

With a vote of thanks the meeting came to an end.

V. ARUNAJATAI,
10-7-1959. Secretary-Treasurer.

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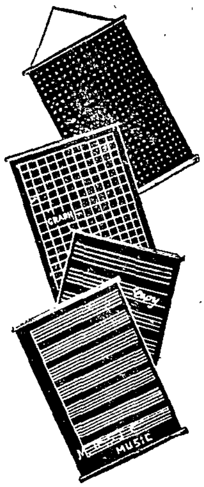

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THE HEADMASTERS' CONFERENCE (MADRAS CITY)

ANNUAL REPORT—1958-59

The Conference met 8 times during the year under report to discuss matters of varied interests of Secondary Schools.

The following is a brief summary of the activities of the Conference in their chronological order :—

12-7-1958 :

The last General Body meeting of the Conference was held at the Madras Christian College School when office-bearers for the year 1958-59 were elected. The President apprised the members of the contemplated change in the model of question papers in English, Mathematics, General Science and Social Studies of the S.S.L.C. Public Examinations of March 1959 and after. Members offered their suggestions on the subject. Sri K. Hanumantha Rao, Headmaster, The R.B.C.C.C. High School, Perambur spoke on his impressions of schools in U.S.A. which he had visited in the year 1957-58.

2-9-1958 :

This meeting was specially called to felicitate Messrs. S. Palaniswami, E. Krishna Menon and S. Krishnaswami on their appointment as Deputy Directors of Public Instruction. The President told the Conference of the abolition of the objective tests of the S.S.L.C. Public Examinations from March 1959. About the multi-purpose schools the President clarified that it was intended to give only a technical bias and not to train pupils as technicians. On the subject of nationalisation of text books the Conference expressed its opinion that the Government should consider the various problems connected with it before launching upon the programme of nationalisation of text books.

8-11-1958 :

At the meeting held at the Madras Christian College School the President requested Sri T. P. Srinivasavaradan, M.L.C. to apprise the members of the work done by the Grant-in-aid Code Committee. Sri T. P. Srinivasavaradan disclosed to the Conference that the following might be the advantages resulting from the revision of the Grant-in-aid Code (1) Compensation for Educational concessions under G.O. No. 926 would be given on the basis of 1957-58 rates of fees (2) Secondary School Boards would be authorised to disburse grants (3) Maladministration, misuse of funds by private managements would be checked (4) Special grants for the development of laboratories and libraries would be provided for.

At the meeting held at the Madras Christian College School the President dwelt upon the following subjects :— (1) Multi-purpose school, (2) Multi-purpose system, (3) Need for common holidays for schools, and (4) Inter-school competitions. The Conference considered the desirability of declaring the last week of September and first week of October as mid-term holidays and the holding of N.C.C. Camps during those holidays. The Conference requested the Government to arrange for construction of separate halls for the conduct of the Government Examinations as the requisitioning of Management schools adversely affected their programme of work.

21-3-1959 :

The Conference met at the Hindu High School, Triplicane to discuss the question papers of the S.S.L.C. Public Examinations of March 1959 and communicated its suggestions to the Board of Secondary Education.

28-3-1959 :

At the meeting held at the Madras Christian College School Messrs. J. Isac Albert and R. Shanmugam, the District Educational Officers, Madras North and South addressed the members on "School Improvement Scheme" and appealed to the members to co-operate with the department to implement the scheme by enlisting the co-operation and support of the local residents. The first list of recommendations of the Grants Committee was taken up for discussion, Mr. G. L. Lobo, Retired Deputy Director of Public Instruction participated in the discussion by special invitation. Sri T. P. Srinivasavaradan explained in detail the provisions contained in the recommendations section by section.

23-4-1959 :

At the meeting held at the Wesley High School, Royapettah the Conference discussed about the co-ordination of N.C.C., A.C.C., Physical Education, Citizenship Training and Scouting, (2) examined the results sought to be achieved by the School Improvement Scheme, and (3) sent nominations of the headmasters to be elected as office-bearers of the M.S.A.A. for the year 1959-60 at its ensuing General Body meeting.

3-7-1959 :

An urgent meeting of the Conference was called by the President Sri K. Kuruvila Jacob to discuss the proposal of the Education Department to organise a function to accord public recognition to the school or schools which produce the best results in the S.S.L.C. Public Examinations. The headmasters expressed the view that such functions would create unhealthy rivalry and bitterness amongst the sister institutions. The Conference viewed with concern the tragedy caused by the question paper on Social Studies to the candidates of the S.S.L.C. Public Examinations of March 1959 and suggested measures to avert such mishap in future.

Conclusion :

The Conference is grateful to Sri K. Kuruvila Jacob, the President for his able leadership and valuable guidance in the deliberations of the Conference. The Conference is highly indebted to the Headmasters, Headmistresses and their Managements for their co-operation and support in all its endeavours.

OFFICE-BEARERS

List of office-bearers of the Headmasters' Conference (Madras City) for the year 1959-60.

President :

Sri K. Kuruvila Jacob, The Madras Christian College School.

Secretary & Treasurer :

Sri V. Thiagarajan, The Madras Progressive Union High School.

Members of the Standing Committee :

1. Sri T. P. Srinivasavaradan, The Hindu High School.
2. Sri T. Chengalvaraya Pillai, The Pachaiyappa's College School.
3. Sri T. N. Sundaram, T. Nagar High School.
4. Sri N. Srinivasachari, Sri Ramakrishna Mission High School.
5. Sri A. K. Seetharaman, P. S. High School.
6. Miss Idiculla, Northwick Girls' High School.
7. Miss Hemavathi, Chintadripet Girls' High School.

XXXIV ALL INDIA EDUCATIONAL CONFERENCE

The All India Federation of Educational Associations will hold its 34th All India Educational Conference at Jubbalpore, Madhya Pradesh, in the last week of December 1959.

OUR BOOKSHELF

NEW BOOK ON PUBLIC EDUCATION IN INDIA

The Soviet State Educational Publishing House has recently brought out a book by A. Nusenbaum, a research worker of the Academy of Pedagogical Sciences, "Public Education in India". Its eight chapters contain comprehensive data illustrative of India's past as well as of the achievements scored by the independent republic.

The book is written in popular language and is intended for the mass Soviet reader.

The book opens with an introductory historical chapter.

"India is one of the world's oldest cultured nations," the preface says. "People possessing an advanced material culture inhabited the banks of the great Indian rivers several millenniums before our era. India has contributed tremendously to the world store of knowledge in the fields of mathematics, astronomy, medicine, philosophy and other sciences." The author provides numerous facts to illustrate this.

As far back as the second millennium B.C., India had an original educational system which offered the student comprehensive knowledge for those times. When the British East India Company began the conquest of the country, India already had elementary schools and institutes of higher learning as well.

The reader learns about India's population, about her economy and the Government's efforts aimed at raising the living standards of the people. The author speaks about the Second Five-Year Plan, the object of which is to build up the metallurgical, power, coal, chemical and heavy engineering industries and to raise the material and cultural level of the people.

The book deals in great detail with the organization of education in the colonial period and today.

The book tells of the school system in modern India, of the great sums allocated for education by the States and by the Central Government.

The author shows the differences in the educational systems of different States and speaks of the reorganization being carried out to improve education in all its aspects. Separate chapters are devoted to elementary, secondary and higher education, adult education and the training of teachers.

NEWS RELEASE

The day-to-day life of children in a Japanese fishing village is described in "Your Friends in Japan", a 16-page booklet just published by the World Confederation of Organizations of the Teaching Profession (WCOTP).

Written for children from the fifth to eighth grades, it is lavishly illustrated by the well-known professional artist, Lois Fisher. The cover drawing shows Japanese children playing baseball with a Japanese temple in the background, typical of the blending of East and West that characterizes modern Japan. Both text and drawings are authentic.

The basic purpose of the booklet is to encourage the publication of similar works by some of the 97 national teacher associations, in 51 countries, which make up the World Confederation.

As stated by WCOTP Secretary General William G. Carr in a brief preface, the projected series can thus help children in various countries learn how children in other countries live. Dr. Carr writes that "children throughout the world are alike in their needs for happiness, home, love, shelter and

comfort. We believe that it is important that all of us should see through the minor differences of custom and dress and perceive the basic similarities. We hope that this series will be widely used in the classrooms of the world."

Single copies of the booklet may be obtained for 25 cents from WCOTP headquarters, 1227 Sixteenth Street, N.W., Washington-6, D.C. Quantities in bulk are also available.

Dawn Readers, Book IV for Standard VIII: By J. F. Forrester. (Oxford University Press. Price Re. 1.50.)

Prepared in accordance with the Departmental syllabus, the book is eminently suitable as a Text Book for Standard VIII. Exercises and Revision Tests add to the usefulness of the book.

Social Studies—Practical Work Book (Tamil): for Standard VIII. (Orient Longmans. Price Re. 1.)

Outline maps, diagrams and charts and space for exercises are provided to cover the syllabus.

Evaluation of Secondary Schools (A Report): By S. N. Muckerjee.

Under the auspices of the Department of Extension Services, M.S. University of Baroda, a Seminar was held in January 1959 on 'Problems of School Administration'.

In this brochure is given in outline the scientific procedure of evaluation of secondary schools from different aspects, such as syllabus, staff, teaching conditions, co-curricular activities, etc., made out of the gist of talk given by Prof. S. N. Muckerjee to the headmasters and teachers of the secondary schools of Baroda District at the Seminar.

The March of Russia (in Tamil): Issued by the Information Department of the U.S.S.R. Embassy in India, the booklet presents in easy language the progress achieved by Russia in the fields of Science, Medicine, National Economy, Journalism, etc., after the revolution in October 1917.

Receipt of the following publications is thankfully acknowledged:

1. Education Abstracts — Physical Education — Official primary and secondary programmes (Vol. XI-No. 2) UNESCO.
2. Fundamental and Adult Education (Vol. X-Nos. 3 & 4) UNESCO.
3. Britain — An Official Handbook — British Information Service.
4. Education in the United Kingdom — British Information Service.
5. Selected Educational Periodicals.
6. Education in Brazil.
7. School Furniture and Equipment.
8. Teaching about the United Nations and the Specialized Agencies — A Selected Bibliography (5 to 8 UNESCO.)
9. Information Bulletin — Published by the Trade Representation of the German Democratic Republic:
   Vol. 1—1956. No. 3.
   Vol. 2—1957. Nos. 1, 2, 3, 4, 5, 6/7, 9, 10 11.
   Vol. 3—1958. Nos. 4, 5, 6, 7, 8, 9/10, 11.
   Vol.4—1959. No. 3.
10. Commonwealth Today — No. 66.
11. Commonwealth Education — The United Kingdom Contribution.

C. R.

FROM OUR ASSOCIATIONS

THE TIRUNELVELI DIST. TEACHERS' GUILD

The Annual Conference of the District Teachers' Guild was held on 17-7-1959 in St. Francis Xavier's High School, Tuticorin under the joint auspices of all the teachers' associations in Tuticorin presided over by Chavalier J. L. P. Roche Victoria, K.S.G. Sri V. Antonysamy, B.A. (Hons.), L.T., President of the Guild introduced the President of the Conference, His Lordship Thomas Fernando, D.D., D.C.L., the Bishop of Tuticorin, and Sri S. Sankaranarayana Pillai, the Chairman of the Tuticorin Municipal Council. In declaring the Conference open His Lordship, the Bishop of Tuticorin pointed out that the status of teachers in society must rise, and said that teachers must inculcate in their pupils the spirit of proper fellowship and friendliness and also spiritual values. Sri S. Sankaranarayana Pillai, Chairman of the Reception Committee then welcomed the delegates. In his presidential address Chevalier J. L. P. Roche Victoria brought home to the audience that, unless the gulf between the parent and the teacher was speedily bridged we would be exposing ourselves, our educational systems, the students and the teachers to grave danger because in democracy parties and party ideologies had a great sway over the activities of Government. He also said that only the administrative aspect of education must be the concern of the Government and the academic aspect should be entirely the responsibility of the educators. He also pleaded that the Government both at the Centre and at the State must render justice to teachers by giving top priority to the question of increased salaries to them.

The Conference accepted the suggestion made by Sri Veera Sivam to create the post of a liaison officer in the Guild and appointed him to be the first liaison officer and requested him to mobilise public opinion in favour of teachers' cause.

The teachers' associations at Tuticorin entertained the delegates at a grand tea party. The Conference was attended by about a thousand delegates.

RESOLUTIONS

I. This Conference resolves to condole the sad demise of Sri K. Srinivasan, Editor, *The Hindu*, a sincere friend of the teaching profession and Mr. John Asirvatham, M.L.C., Teacher-representative. The resolution was passed all standing.

II. This Conference resolves to request the Government of Madras:

1. To extend the concession of free medical aid and house rent allowance granted to N.G.Os. to all grades of teachers, clerks and librarians working in the aided schools and colleges and members of their families.

2. To grant fee concessions to the children of school staff up to college level raising the income limit to a maximum of Rs. 300 per mensum.

3. To fix the age of retirement at 60 for all teachers working under all agencies.

4. To refix the salary scale of Secondary Grade teachers in such a way as to enable them to reach their maximum salary in the same number of years as graduate teachers.

5. To grant to teachers of experience the difference in start between the old scale of salary and the new one while fixing them in the new scale.

6. To grant pension to experienced and unqualified but exempted language teachers, drawing masters and Physical Education teachers.

7. To give their immediate attention to the long neglected and just claim of Higher Grade trained Elementary School teachers for a reasonable scale of pay as the present grant of

Rs. 30—½—33 is totally inadequate and affects vitally the pension emoluments of such teachers.

8. To grant permission for the appointment of a separate Tamil Pandit, Physical Education Teacher, Clerk and Peon in aided Higher Elementary Schools.

9. To conduct seminars to teachers working in Elementary Schools also.

10. To lighten the rule that requires the production of Medical Certificate while applying for loan from the Provident Fund of teachers.

11. To grant D.A. to retired teachers as in the case of Government servants.

12. To grant at once the Secondary Grade scales of salary to such of the Higher Grade teachers as qualify themselves to secondary grade posts by passing privately the S.S.L.C. Examination and the Secondary Grade Training, without bringing in other considerations.

OFFICE-BEARERS

Office-bearers of the Tirunelveli District Teachers' Guild for the year 1959-60:

President:

Sri V. Antonysamy, B.A. (Hons.), L.T., Headmaster, Subbiah Vidyalayam Boys' Model High School, Tuticorin.

Secretary:

Sri K. John Raj Nayagam, B.A., L.T., (Caldwell High School, Tuticorin), No. 10, Manakavalan Asary Street, Tuticorin.

Representatives on the S.I.T.U. Executive Board:

1. Sri N. Natarajan, B.A., L.T., M. D. T. Hindu College School, Tirunelveli.
2. Sri M. Subramaniam, Headmaster, Municipal Higher Elementary School, Tuticorin.

NEWS AND NOTES

THE MADRAS STATE AIDED SECONDARY SCHOOL CLERKS' ASSOCIATION

"Northwick", Royapuram, Madras.

A meeting of the above Association was held on Sunday 14th June at 8-30 a.m. at the Hindu Theological High School, Sowcarpet, Madras. Sri S. Balakrishna Joshi, Headmaster of the above school presided and Sri G. Krishnamurthy, M.L.C. addressed the gathering. Both of them said it was unfortunate that the pension scheme had not been extended to the clerks who formed part and parcel of the school. Mr. Joshi said that no distinction should be made between the teaching staff and the non-teaching staff in the matter of pension and other benefits and all those who worked in a school should be treated as members of a happy family, that the clerks had to prepare lots of statements and statistics, that they were fully occupied in school work even during the holidays and there was no scope for them to have any holidays. The speaker compared the clerks to the wheels of a chariot without which the chariot could not function. He advised the school clerks to become members of the Association and thus strengthen the hands of the Association to put forward the claims to the Government in a representative capacity. He also said that the clerks should be given better scales of pay in view of the fact that they had to discharge onerous and responsible duties and also other privileges enjoyed by the teaching staff. He also suggested forming of district associations with the state association functioning at Madras and finally that this should be affiliated to the South India Teachers' Union.

The following office-bearers were then elected :—

President :

Sri P. V. Soundararajan, Head Clerk, Chintadripet High School, Chintadripet, Madras.

Secretary & Treasurer :

Sri M. D. Srinivasachari, Head Clerk, Northwick Girls' High School, Royapuram, Madras.

Committee Members :

1. Sri D. Hirudayanathan, Head Clerk, St. Gabriel's High School, Broadway, Madras
2. Sri C. M. Balasubramanyam, Head Clerk, Sri Ramakrishna Mission High School, T. Nagar, Madras.
3. Sri L. S. Ramachandran, Chief Clerk, Sourashtra High School, Madurai and Secretary, Madura Dt. Aided Secondary School Clerks' Association, Madurai.
4. Sri K. R. Balasubramanyam, Head Clerk, National High School, Mannargudi.
5. Sri S. Gnanasigamani, Head Clerk, St. Joseph's College High School, Trichinopoly.

Note :—Friends will please note that our Association has since been affiliated with the South India Teachers' Union.

M. D. SRINIVASACHARI,
Secretary & Treasurer.

PAY COMMISSION AND TEACHERS

G. KRISHNAMOORTHY,
Secretary, S.I.T.U.

The South India Teachers' Union has submitted its recommendations to the Pay Commission with regard to the salaries and service conditions of teachers.

The teacher has all along been treated without consideration of his qualifications, educational and technical, and he has been placed on a salary much less than what a member of any other profession with similar qualifications gets. The importance of the nature of the teacher's work is yet to be recognised. It has to be admitted that the members of various professions serving the society have to be moulded from the schools through the teacher. Such an important profession has all along been neglected and has been allowed to suffer without even the creature comforts.

A living wage for the teacher should be the first charge on the revenues of the State and such a provision is only to ensure the quality of the future generation that is in schools today. The success of any big project—agricultural or industrial—depends to a large extent on the human material to be in charge of the distribution of the benefits of such projects in the coming generation and that brings us to the shaping of such individuals in the present-day schools. The teacher in charge of the present-day schools should at least be ensured peace of mind to devote his undivided attention to this great task. Can one ever-worried with want regarding his food, clothing and shelter do it ?

The sooner this question is solved the better for the State and the Nation. Will the Pay Commission kindly consider these aspects and recommend at least the salaries recommended by the South India Teachers' Union ?

S. I. T. U. REPRESENTATION TO GOVERNMENT

From

T. P. Srinivasavaradan, M.L.C.,
President
The South India Teachers' Union,
Raja Annamalaipuram, Madras-28.

To

The Hon'ble Minister for Education.
Madras-9.

Sir,

I write to submit the following for your kind and immediate consideration and action.

1. The Government are already aware that on account of the delay in releasing the grant, salaries of elementary school teachers in some districts have been delayed by more than three months. It need hardly be pointed out that the delay has caused greater sufferings to these elementary school teachers. The Government should take immediate steps to see that grants are regularly released so that the teachers may get their salaries in time. It has also been brought to the notice of the South India Teachers' Union that in certain districts elementary school teachers in District Board service have not received their salaries for over three months. In certain District Boards this has become a common feature. When others employees in District Board service are paid their salaries regularly, it is not understandable why there should be delay in the payment of salaries regularly to teachers in elementary schools under their services. The special officers may be instructed that they should take steps to disburse the salaries regularly.

2. The Government in announcing their policy regarding elementary education have stated that there would be only two types of schools, fee-levying and non-fee levying. In the case of fee-levying schools the Government have stated that no grant would be paid to them. Such of the schools as have opted as non-fee levying would continue to get grants. It has also been stated by the Government that where the salaries paid to teachers in such schools are higher than the approved scales but within the Government scales grant would be assessed on such salaries. But it has been reported that in certain districts the District Educational Officers have not assessed grants on such salaries but only on the approved scales which are less than what the teachers have been receiving.

3. Some of the elementary schools which continue to remain as fee levying ones have retrenched some of their teachers. These retrenched teachers have not so far been absorbed. The South India Teachers' Union is aware that the officers of the Department of Education are trying their best to have these retrenched teachers absorbed somewhere. These retrenched teachers are without employment since the reopening of the school after the summer vacation. At one of the meetings of the State Education Advisory Committee, it was decided that the local authority should be instructed to take over such teachers as supernumerary employees in the teaching establishment and that the local authority should be given a grant sufficient to meet the expenditure involved. In the city of Madras it is understood that the Corporation has not so far absorbed retrenched teachers, nor has it taken them as supernumerary ones.

4. In the case of schools which have opted to remain as fee-levying, the managements of such schools retained some teachers and the latter were forced to enter into a new agreement with them agreeing to receive lower salaries. Before granting recognition, this matter must be looked into and the managements must be told that they should continue to pay the same old salaries.

5. In the light of fresh circumstances, brought to our notice, the Govern-

ment should re-consider their policy of sending by M.O. directly to teachers in schools which have opted as non-fee levying. Some other method to ensure that the teachers get their full salary must be found out, otherwise sending by M.O. directly to teachers may bring about inefficiency and indiscipline in schools.

6. In some places some of the retrenched teachers with the help of local gentlemen applied for permission to start elementary schools in their locality. The Government also have accepted as a policy to encourage the starting of such schools if there is need, as non-fee levying ones. It appears that this policy is not being given effect to.

The South India Teachers' Union is aware that the Government have been endeavouring to solve the problem of absorbing the retrenched teachers and also taking steps to see that teachers get their salaries in full. The delay in implementing has created some fear in the minds of the affected teachers. It is requested that the points submitted above may be sympathetically looked into and immediate action taken thereon.

Yours faithfully,

T. P. SRINIVASAVARADAN,

President.

ALL INDIA EDUCATIONAL WRITERS' ASSOCIATION

Constitution adopted at the Sub-Committee meeting of the All India Educational Writers' Association held at Suri Vidyasagar College, West Bengal on 28-3-59 after examining the amendments put forward by Sri S. S. Patke (Poona), Sri S. Natarajan (Delhi), Sri A. K. Sen (West Bengal), on the draft constitution framed by Sri H. S. Goswami (Convener and Secretary) as per Chandigarh session of A.I.F.E.A.

1. Name : The name of the Association shall be "All India Educational Writers' Association".

2. Objectives : The aims and objectives shall be :

(1) To co-ordinate and stimulate the creative work carried on by educational writers, (2) to exchange views of common interest, and (3) to discuss ways and means for evolving true type of educational literature, books and journals, etc.

3. Method : To achieve these objectives the Association shall work by (1) affiliating itself to A.I.F.E.A. and other allied organisations in India and abroad, (2) convening seminars and conferences for educational writers for exchanging the opinions of educational writers and editors, (3) publishing, if and when possible, an annual forum called "Naya Siksha" (New Education) in English, (4) encouraging promising authors by recognising them with suitable certificate every year from the Association level, (5) securing the best issue of each journal from the editors together with a statement from them in order to publish a summary about methods and techniques of writing good articles and books, (6) publishing and promoting writers' clubs with at least five members attached to each journal, (7) promoting a Clearing House for educational writers in this country, when possible, (8) promoting a News Agency for education, when possible, and (9) organising a State-wise Organisation.

4. Rules and Regulations :

(1) Each educational writer is required to pay a membership fee of Rs. 5/- per year. (2) Each chief editor of educational journals need not pay any membership fee but may be requested to send some donations to the Secretary. (3) Annual membership fee for the calendar year must be paid on

or before 10th December. (4) Members are only eligible for election to the executives which shall consist of 12 members. (5) The executive committee which will consist of 12 members will have 5 elected representatives from general body besides the office-bearers. I. The Annual Conference will elect the following office-bearers from amongst its members: (1) One President, (2) One Vice-President, (3) One General Secretary and Treasurer, (4) Two other Secretaries, and (5) Auditor. II. The President of the Association shall be responsible for the work of the year and shall preside over all the meetings of the Association. Every attempt to hold the meeting of the annual conference shall be made in the last week of December. In the absence of President, Vice-President and in the absence of both, the meeting shall elect its own chairman. The executive committee shall at least meet once in a year. The agenda of the annual conference will include the passing of audited accounts for the previous year, the adoption of the budget for the coming year and the consideration of the General Secretary's report for the activities of the Association during the previous year. III. The Secretary shall keep records of the minutes of the conferences and executive committee and prepare an annual budget to be approved by the annual conference, agenda for meetings with the approval of the President and an annual report to be approved in the similar manner and shall conduct the affairs of the Association in the light of the directions of the annual conference. The executive committee may issue journals and handouts and other bulletins. The General Secretary with the help of such editors and publishers as may be named by the executive committee shall be responsible for bringing out any publication on behalf of the Association. The normal duty of the General Secretary shall include the collection of funds and maintenance of membership registers. IV. Quorum at the meetings should be at least 1/3 of the body. A summary of the whole correspondence and the business of the executives shall be recorded and circulated from time to time. The Honorary General Secretary shall issue at least one month's and one week's notice respectively for the General Conference and Executive Committee meetings respectively. If any of these meetings is adjourned for want of quorum, the members present can conduct the meeting after 15 minutes' interval. The business transacted by them will be held as constitutional. If there is no quorum at any meeting of the Association, the meetings may be adjourned to any time or any rate and no quorum shall be required at that adjourned meeting.

Representation by S. I. T. U. to the Concerned Authorities

1. Teachers thrown out of Aided Elementary Schools that opted as fee-levying from 1-6-1959.	Particulars were gathered and representation has been made to the Government both by the President and the Secretary for absorption of these teachers under local bodies.
2. Salaries of teachers who are directly paid by the Government.	Representation has been made that they should be paid as per entries in their service registers and that the M.O. commission should be borne by the Government.
3. Teachers retiring in the middle of the school year.	Representation has been made that even in aided institutions teachers who complete their age of retirement after the re-opening of the school should be continued till the end of the school year.

GOVERNMENT ORDERS

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION

(EDUCATION)

Amendment to Madras Educational Rules

(G.O. Ms. No. 1298, Education, 19th June, 1959)

S.R.O. No. C-112 of 1959.

The following amendment shall be made to the Madras Educational Rules :—

AMENDMENT

In the form of Certificate of Income in Appendix 18 of the Madras Educational Rules, after the heading "Declaration of the parent or guardian" and the entries thereunder, the following shall be added, namely :—

"I also hereby undertake to bind myself, my heirs, executors and others to refund the amount of fee concessions granted on the strength of this certificate, if it is found at any date that the concessions were irregularly awarded or facts furnished are proved to be false subsequently and in the event of failures to refund the amount involved in the grant of concessions, Government may recover the amount by such means as they deem appropriate."

Amendments to rules for grant of recognition and aid to elementary schools

(G.O. Ms. No. 1329, Education, 23rd June, 1959)

S.R.O. No. C-113 of 1959.

The following amendments shall be made to the rules for the grant of recognition and aid to elementary schools published with late Education Department Notification No. 243, dated the 21st August, 1939, at pages 556-568 of Part IIB of the *Fort St. George Gazette*, dated the 29th August, 1939, as subsequently amended :—

AMENDMENTS

In the said rules, under the heading "Chapter I—Rules for recognition", rule 13 (1) shall be re-numbered as rule 13 (1) (i) and after rule 13 (1) (i) as so re-numbered, the following shall be inserted, namely :—

"(ii) No qualified teacher shall be appointed in a permanent vacancy on a temporary basis or for a stipulated period. All appointments in permanent vacancies shall be made only on probation for a period of one year, but the management may before the expiry of that period extend it to a further period not exceeding twelve months for reasons to be approved by the Deputy Inspector of Schools. In the absence of any such extension, the teacher shall be deemed to have completed his probation satisfactorily and be confirmed or deemed permanent from the date of completion of probation. A teacher whose probation is extended shall be deemed to have satisfactorily completed his probation at the end of such extended period unless his services are terminated after following the procedure laid down in sub-rule (2) before the last day of the period of probation and he shall be confirmed or deemed permanent from the date of completion of probation.

(iii) In the case of aided elementary schools which are granted permanent recognition, the number of teachers employed at that time shall represent the number of permanent posts and any vacancy which arises in permanent posts shall be considered as a permanent vacancy for the purpose of clause (ii) above. If schools with temporary recognition consisting of Standards I to V or I to VIII or VI to VIII or I to III recognized as feeder schools are allowed to continue beyond one year, the teachers employed in them may be considered as probationers from the date of their appointment in the school.

(iv) Appointment in vacancies arising out of bifurcation of standards of

elementary schools shall be made on a temporary basis and a teacher appointed in such a vacancy shall be continued in service so long as there is need for the continuance of sections unless his services are terminated after following the procedure laid down in sub-rule (2). However, if a teacher appointed in such a vacancy is continued in service for three years, he shall be confirmed or deemed permanent from the date of completion of three years of service.

NOTE :—(1) The broken periods of service under the same management shall count for purpose of three years' time referred to in this clause.

(2) Appointments in leave vacancies shall be made on temporary basis."

P. K. HANUMANTHA RAO.
Deputy Secretary to Govt.

RETRENCHED TEACHERS

Job assured by Minister

Mr. T. P. Srinivasavaradan, President, South India Teachers' Union, in a memorandum submitted to the Education Minister has urged the early absorption in service of retrenched teachers and the adoption of effective steps to see that teachers get their salaries in full.

The memorandum points out that on account of the delay in releasing the grant, salaries of elementary school teachers in some districts have been delayed by more than three months. It has also been brought to the notice of the Union that in certain districts elementary school teachers in District Board service have not received their salaries for over three months.

It has been stated by the Government that in the case of the non-fee levying schools where the salaries paid to teachers are higher than the approved scales but within the Government scales, grant would be assessed on such salaries. But it has been reported that in certain districts, the District Educational Officers have not assessed grants on such salaries but only on the approved scales, which are less than what the teachers have been receiving.

The teachers retrenched by some schools which continue to remain as fee-levying ones, have not so far been absorbed. In the case of schools which have opted to remain as fee-levying, the managements retained some teachers who have been forced to enter into new agreement to receive lower salaries. This matter must be looked into.

The memorandum urges that Government should re-consider the policy of sending by M.O. the salaries directly to teachers in schools which have opted as non-fee levying. Some other method to ensure that the teachers get their full salary must be found out as sending by money order directly to teachers may bring about inefficiency and indiscipline.

The Government should give effect to the policy of encouraging the starting of non-fee levying schools by the retrenched teachers with the help of local people.

The Minister told Mr. Srinivasavaradan that he was getting periodical reports regarding the number of teachers retrenched and the number absorbed. He assured that all the retrenched teachers would be absorbed. Mr. Srinivasavaradan pressed that during the period of unemployment they should be given the salaries they had been receiving. The Minister said that orders had been issued that salaries of elementary school teachers in District Board service should be regularly paid. As regards other points he added he would take necessary action. — *The Mail*, dated 23rd July, 1959.

EDITORIAL

EDUCATION MINISTERS' CONFERENCE

It has been reported in the papers that at a meeting of Education Ministers of the States presided over by Sri K. L. Shrimali, Education Minister, Union Government, some important decisions have been taken regarding the introduction of compulsory and free education to all school-going children of ages 6 to 11. Some of the decisions taken are the starting of new training institutions to train five lakhs of teachers, the upgrading of 50 per cent of the high schools into Higher Secondary Schools by 1965 and the making of adequate provision for play grounds. It is a year since all the State Governments have begun to realize that it is not possible to introduce free and compulsory education up to the completion of age 14 within a period of ten years as directed in Article 45 of the Constitution of India. Even in some of the progressive States of our country, only about 50 per cent of the school-going children of ages 6 to 11 are in schools and even for these children there are neither adequate number of teachers nor are the schools located in suitable buildings. In our State which is one of the progressive States, about 50 to 52 per cent of the school-going children are in our schools. If the remaining children are to be brought in, the number of teachers have to be doubled. It has been found that in recent years the training colleges are not completely filled up. Very recently Sri C. Subramaniam, has stated that in a number of secondary grade training institutions many seats are vacant. The reason that he has given for that is that after passing the S.S.L.C., pupils seek admission in polytechnics. That is not the main reason. During the last thirty years the teaching profession has not attracted the best men. In recent years it has failed to attract even the mis-fits. In the Third Five-Year Plan it is very easy to start the required number of training institutions, but it is extremely doubtful whether they will get suitable candidates for those institutions; otherwise the quality of education will considerably go down. Unless the conditions of service are made attractive and stipends given to trainees during the period of training, proper men will not join the profession. Another reason for S.S.L.C.'s not joining the training institutions is that most of the Secondary grade teachers in Elementary schools get only the pay of Higher grade trained teachers, which is Rs. 30-½-33. If these conditions are not fulfilled, spending money upon the starting of training institutions will become a huge waste. Another important thing that should be noted is that at present some of the training colleges and training institutions are not staffed with experienced teachers, having teaching experience in High schools. Teachers of Primary schools have to be drafted from High schools and teachers of High schools have to be drafted from the Universities. There is thus a close connecting link between Primary education, Secondary education and University education. Unless all the three stages of education are improved, the quality of education will suffer at all levels. Before starting training institutions and training colleges the Government may well bestow their attention upon consolidating the present gains so far made and see that all the existing institutions are staffed with suitable teachers. They should then gradually increase the number of training institutions taking in only people who have aptitude for teaching.

Regarding the upgrading of High schools into Higher Secondary schools it is stated that by 1965 at least 50 per cent of the schools should be upgraded. Unless a beginning is made from now on even that target cannot be reached in 1965 as it involves proper staffing and the equipment of laboratories and libraries.

One other recommendation made by the conference of the Ministers is that there must be adequate play grounds for the schools. During the last ten years in the Madras City, most of the open spaces which were in the neighbourhood of the schools and which were used as play grounds have been taken away by the Government for non-educational purposes. Protests were made but they were not heeded to. The open places are the lungs of the city

but persons in authority pay only lip sympathy to the necessity for keeping in tact open spaces but in action they do not do so. There are only a few open spaces and the Government may do well to leave them as they are.

DELAYED PAYMENT OF SALARIES TO TEACHERS

The Union made a representation in July to the Director of Public Instruction that the teachers in Kalyanasundaram High School, Tanjore, had not received salaries for three months and that steps should be taken immediately to see that the teachers got their salaries. It is the first duty of any management to pay salaries to its employees regularly and give top priority to it. If any management fails to do it, it shows how inefficient its administration is. A management which thinks that it can pay its employees as and when it pleases, does great injustice not only to the teachers but also to the children reading in the school, for the latter will get from the starving teachers only a third-rate teaching. It is a wonder that parents, even when they come to know of the non-payment of salaries to teachers, have not taken steps to set matters right. Can they expect their children reading in such schools to get good education ?

We are glad to note that in the case of Kalyanasundaram High School, Tanjore, the Government are taking steps. If the usual procedure is followed, it will take a long time. The Government should think of some simpler method of calling upon the management to pay the salaries regularly. This is not the first time that the salaries fell into arrears in the Kalyanasundaram High School. There is something wrong, somewhere, for such a big High School to find itself in a position not to pay the salaries regularly. It is earnestly hoped that the management in its own interests will take steps to remedy this defect.

FOOD PROBLEM

Since Independence our country has been faced with this food problem. Year after year it has been going worse and worse. Whenever attention has been drawn to the steep rise in the price of food, Ministers in charge of food have been saying that the prices will come down in few months, but on the other hand it has been steadily growing. Even during the war time people did not suffer so much as they do now. It is widely stated that the rise in the cost of food is due to experimentation of new theories profounded by the ruling party which has resulted in hoarding and high cost of administration. The Government have not been tackling properly the food policy both in the First Five-Year Plan and in the Second Five-Year Plan. Mention has been made of all the steps to be taken for increasing food production, but it seems quite clear that steps taken so far have not yielded the results expected. For the sake of posterity the present generation of men and women and young children are made to suffer. They have already suffered for the past ten years and if things go on at this rate, at the end of another ten years we will find in this country completely emasculated men and women. In the Third Five-Year Plan the Government should not launch upon new schemes, unless they are of urgent importance. All the money and resources that are available should be spent upon agricultural production and they should try to bring down considerably the cost of living. People have become desperate in the way in which the prices are rising day by day. The middle class and the poor people are the most affected. Teachers who are already low-paid are beginning to feel why they have chosen the teaching profession. Increase in allowance do not give any relief, but on the other hand, helps in the prices shooting up. Every time an allowance has been granted, it has been followed immediately by a rise in prices, thus neutralizing the advantage supposed to give to the recipients. It is high time that in the coming five years, both the Central and State governments think only of increasing food production and bring down the cost of living.